

Hollingwood Primary School

Hollingwood Lane, Bradford, West Yorkshire, BD7 4BE

Inspection dates

13–14 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, pupils with low starting points on entry to the school, continued to make good progress through the school and left Year 6 with average standards. In 2012, standards dipped below average. The headteacher, senior leaders, staff and governors have made a concerted and effective effort to improve achievement. This has led to pupils currently in Year 6 making expected and more than expected progress at least similar to national averages and, as a result, standards are set to rise.
- Teaching is mainly good with some that is outstanding. Teachers provide activities adjusted to meet pupils' needs and abilities. Teaching assistants give effective support, using activities and equipment well to interest pupils.
- Pupils behave very well and have good attitudes to learning, shown in their enjoyment and hard work in lessons. They show care, respect and politeness to adults and their peers. They know how to keep themselves and others safe and parents and all staff agree.
- Attendance has improved and is average.
- The curriculum is good and provides well for pupils' spiritual, moral, social and cultural development.
- The governing body supports and challenges the school's work well and holds this improving school to account.

It is not yet an outstanding school because

- Teaching, although good overall, does not yet enable all pupils to make better than expected progress from their starting points.
- Pupils do not have enough opportunity to develop their independence and to manage their own learning.
- Pupils have too few opportunities to apply and develop their mathematics skills in other subjects across the curriculum.
- In English, teachers provide clear feedback and next steps for learning in their marking of work and ensure pupils respond. This is not yet the case in other subjects.
- Senior leaders, subject leaders and teachers do not always compare pupils' performance to national averages.

Information about this inspection

- The inspectors observed 21 lessons, two of which were observed jointly with the headteacher and the deputy headteacher.
- Inspectors observed pupils in lessons, at play, as they moved around school and in assembly.
- Discussions were held with staff, the Chair Governing Body, and other governors, pupils, a representative of the local authority, the improvement adviser to the local improvement partnership, and the headteacher of a school in the local improvement partnership. Inspectors spoke to parents at the beginning of the school day.
- A meeting was held with pupils from Key Stage 1, Key Stage 2 and with members of the school council.
- Inspectors heard pupils read from Years 2, 4 and, 6.
- A number of school documents were examined. These included information about pupils' progress, the school's view of its own performance, the school's development plan, and pupils' work in books. Inspectors scrutinised work from Year 6 pupils and from other year groups, including one carried out jointly with the headteacher.
- The inspectors took account of the 13 responses to the on-line questionnaire (Parent View), 39 staff questionnaires and a telephone conversation with a parent.

Inspection team

Pamela Hemphill, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Baljinder Khela

Additional Inspector

Full report

Information about this school

- Hollingwood is a larger than average sized primary school.
- A larger than average proportion of pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- There is a smaller proportion of girls than average.
- The majority of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is larger than average.
- An above average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Strengthen the effect school leaders (including subject leaders and governors) and teachers have on improving pupils' achievement by ensuring the school's data is used systematically to compare the school's performance to national averages, in order to pinpoint accurately where the school needs to improve pupils' achievement.

- Ensure the proportion of outstanding teaching is increased so that more pupils make better than expected progress by:
 - ensuring pupils consistently respond to, and implement teacher's feedback and next steps for learning and that all teachers check how this has moved learning forward as a result
 - giving pupils greater opportunities to develop their independence
 - increasing the opportunities for pupils to apply and practise their numeracy skills in subjects across the curriculum.

Inspection judgements

The achievement of pupils is good

- The progress of pupils is improving at Hollingwood Primary School. The overwhelming majority of parents who responded to the online survey consider their child to be making good progress. During the inspection, good progress was seen in most lessons.
- Most children start their education with knowledge and skills below those expected for their age, particularly in communication, language and mathematics. The progress of children at the end of the Early Years Foundation Stage in 2012 was good, they moved into Key Stage 1 closer to the average for their age because of the good learning and development opportunities planned by teachers.
- Because of improvement in teaching across all years, the rates at which pupils have progressed have improved well since 2012 across years and subjects. In Key Stage 1, improvement has been best in writing. In Year 6, the proportion of pupils making expected progress is now above national average in reading and mathematics, and in line for writing. The proportion of pupils making more than expected progress is now above the national average in reading, writing and mathematics.
- Progress in reading has improved across both Key Stages 1 and 2, as the result of a daily carousel of activities which ensures all pupils, each week, are supported to work in guided groups and, independently on reading activities. Pupil premium funding has been used to extend the range of reading support programmes, including the extension of phonics support (letters and the sounds they make) into Key Stage 2. As a result, support can be more accurately tailored to meet eligible pupils' needs.
- Pupils supported through the pupil premium, including those pupils known to be eligible for free school meals, achieve in line with their peers in Key Stage 1. At the end of Key Stage 2, the proportion of pupils who have achieved Level 4 and above is greater than their non free school meals peers in reading, writing and mathematics and at Level 5 and above in reading in 2013. The school successfully promotes equality of opportunity.
- Disabled pupils and special educational needs make overall progress similar to that of their peers and, some, including pupils with a statement of special educational needs, make outstanding progress because support is accurately matched to their needs.

The quality of teaching is good

- The quality of teaching is good overall. Lessons throughout the school are well planned, there are high expectations and pupils understand what they are learning and why. Activities involve pupils well and they often show enjoyment of learning. Teachers and teaching assistants use questioning skilfully to probe and to extend learning.
- Good teaching and teaching assistant support in the Early Years Foundation Stage involve children well in a range of well planned activities inside and outside. They show good response to questions particularly because teachers and teaching assistants encourage them to give full answers. They express their ideas and are confident to share their experiences because there are good relationships between children and with adults.
- In Year 3, pupils visited The Jorvik Museum to find out about the Vikings. This successfully stimulated their interest and back in their classroom, the teacher planned interesting activities so they could learn even more. Through handling and looking at jewellery and weapons they had excavated when acting as archaeologists, pupils recognised the style and craftsmanship of the Viking culture. Pupils had opportunities to apply and develop their literacy skills in writing to deduce if these artefacts are what all Vikings would have worn. This also developed their skills and understanding in history.
- Work in pupils' books is mainly well presented, varied and plentiful. It is well matched to pupils'

needs and interests; much writing is linked to pupils' own and familiar experiences.

- Pupils say, and their books show, that pupils know their targets and what they need to do to achieve them.
- Marking in English gives pupils helpful comments about how they have done and what they need to do to improve. Pupils are given time to reflect and act upon the advice given and teachers check how this has supported learning. However, this is not the case in other subjects where teachers seldom give time for pupils to reflect and respond to their regular and accurate marking. Similarly, teachers offer pupils too few opportunities to take charge of their own learning despite their responsible behaviour in lessons and good attitudes to learning. Both of these areas impede pupils from making even better progress.
- Homework is considered to be appropriate to children's ages by most parents who responded to the online survey. It is planned well to give pupils opportunities, for example, to develop and practise reading, spelling and times tables, and as pupils approach their Standard Assessment Tests to help them to prepare for these.
- The support given to pupils with specific needs is good whether in lessons or in small groups outside the main classroom, and enables them to catch-up or keep-up.

The behaviour and safety of pupils are good

- Pupils say behaviour is good and they are safe at their school. Teachers, parents, and inspectors agree. Inspectors saw good and sometimes outstanding behaviour in lessons, around the school, at play, and in assembly.
- Pupils understand bullying is unacceptable and they recognise the different forms of bullying. They say there are rare instances of name-calling that are stopped by staff.
- Pupils' positive attitudes to learning are reflected in attendance which has improved over three years to the national average.
- Children in the Early Years Foundation Stage are kept very safe and secure. They learn confidently, they learn to share and they work happily together.
- The school works hard to safeguard children and to keep those with any behavioural issues fully included in lessons. It provides good nurturing to vulnerable pupils so they build self-confidence to support their learning.
- Pupils willingly accept responsibility in the school. They manage the school council, raise money for charity, act as learning mentors and buddies to befriend others.
- Teachers, teaching assistants and other adults are good role models for pupils because they show respect and ambition for them for their learning and for their good behaviour.

The leadership and management are good

- All those who responded to the staff survey are proud to work at this school. All leaders, teachers and teaching assistants have worked as a team together to improve standards.
- Teachers each have a target and are held to account for the amount of progress pupils make in their classes, particularly in reading, writing and mathematics. They have used the Teachers' Standards to help them to evaluate how good their teaching is and which areas they need to develop. Senior leaders use a good level of scrutiny through lesson observations, learning walks, use of tracking information and checking of pupils work to see if progress is being made and how fast it is. These actions, together with training and work with teachers in other schools through the local partnership has contributed significantly to improving the quality of teaching which is now good.
- The curriculum is broad and is enriched by additional activities, a programme of visits, use of the locality, and through the interesting activities teachers plan. There is a very wide range of well

managed programmes that are helping pupils to receive the right additional support to improve their reading, phonics, speech and language development in particular.

- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum, sports and arts activities, a programme of visits and visitors, and residential experience in Year 6. Pupils learn about a range of world religions, enhanced by visits to places of worship in the area. The school choir has members from across different faiths and sometimes performs in the local church.
- Safeguarding requirements are met in full. Parents and staff agree that pupils are kept safe in school.
- The school has worked collaboratively with the local partnership of schools to support leadership, to accelerate pupils' progress and to ensure the quality of teaching is consistently good. This has had a good effect because teaching is now consistently good and pupils' progress has improved well. A collaborative mathematics project has also strengthened both leadership and teaching in mathematics.
- The school's view and judgement of achievement is based on secure evidence of the effect of the actions taken with the partnership. The key recommendations, agreed with other headteachers, have been appropriately incorporated into the school's development plan and give an effective focus on what needs to be done to continue to improve pupils' achievement. However, the success criteria do not sufficiently compare the school's performance to national averages.
- The school receives light-touch support from the local authority. It has confidence in the ability of the school's leadership team to raise standards further. The local authority has checked the school's procedures for gaining an accurate view of its performance and has analysed the data showing a decline in standards reached in 2012. As a result, the local authority recognises it as effective and agrees with the actions taken by the school to quickly get back on-track.
- **The governance of the school:**
 - Governors are clear about the strengths and weaknesses of the school and as result are very strongly supporting and challenging improvement in the rates of progress pupils make.
 - Governors make an effective contribution to managing staff performance and ensure the headteacher and staff are held to account for the progress of pupils. They supported the leadership team in taking the necessary steps to improve teaching so it is now consistently good. This has led to greater proportions of pupils meeting and exceeding expected progress in 2013.
 - Governors check the effect of actions in the development plan and play an important role in evaluating the school's work. They carry out their statutory duties well and ensure safeguarding procedures are checked and well managed.
 - Governors have supported decisions about the spending of pupil premium funding on increasing the range of tailor-made programmes to improve reading and to use the pre-school breakfast club, nurture provision and inclusion of pupils in trips and residential experiences to build pupils' self-esteem. Through the Joshua Project, the governing body is currently looking at deprivation in the locality to ensure prevention of future pupils' exclusion.
 - The governing body has welcomed more parent governors and there is a newly appointed Chair of the Governing Body. New governors receive training and updates to support them in their roles.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107435
Local authority	Bradford
Inspection number	411764

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Donna Benn
Headteacher	Jonathan Duke
Date of previous school inspection	1 February 2010
Telephone number	01274 575353
Fax number	01274 522975
Email address	head@hollingwood.ngfl.ac.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

